



TENNESSEE ALTERNATIVE PERFORMANCE BASED ASSESSMENT (APBA)

STUDENT* _____ DOB _____

COURSE _____

TEACHER _____

End of Course score _____ Date End of Course Administered _____

Percent/Adjusted Score Based On Alternative Performance Based Assessment _____

I certify that the above named student ☐ has ☐ has not demonstrated through state allowable evidence the essential knowledge and skills for the above named course.

Teacher signature _____ Date _____

**Note – Only students with disabilities on an active IEP are eligible for participation in the APBA*

English II Rubric

Standard 1: Language			
Course Level Expectation (Required)	*Checks for Understanding (Required)	Method of Assessment **See Key	0 = No Evidence 1 = limited Evidence 2 = Proficient or Above
			Rating from 0 to 2
CLE 3002.1.1 Demonstrate control of Standard English through the use of grammar, usage, and mechanics (punctuation, capitalization, and spelling).	3002.1.5 Know and use correctly Standard English conventions for punctuation, capitalization, and spelling.		0 1 2
	*3002.1.8 Recognize and use the appropriate word in frequently confused pairs (e.g., to/too/two, their/there/they're, it/it's, you/you're, whose/who's, which/that/who, accept/except, affect/effect, between/among, capitol/capital, principal/principle).		0 1 2
CLE 3002.1.3 Understand and use correctly a variety of sentence structures.	3002.1.3 Know and apply a variety of sentence-combining techniques.		0 1 2
	3002.1.7 Use previously learned strategies to determine and clarify word meanings (e.g., roots, affixes, textual context).		0 1 2

English II Rubric

Standard 2: Communication			
Listening			
Course Level Expectation (Required)	*Checks for Understanding (Required)	Method of Assessment **See Key	0 = No Evidence 1 = limited Evidence 2 = Proficient or Above
			Rating from 0 to 2
CLE 3002.2.1 Demonstrate critical listening skills essential for comprehension, evaluation, problem solving, and task completion.	*3002.2.1 Follow multi-tasked instructions to perform a specific role in a task, answer questions, and solve problems.		0 1 2
	3002.2.7 Listen actively in group discussions by posing relevant questions and by eliminating barriers to communication.		0 1 2
CLE 3002.2.2 Summarize, paraphrase, and critique information presented orally by others.	3002.2.3 Summarize information presented orally by others, including the purposes, major ideas, and supporting details or evidence.		0 1 2
	*3002.2.4 Paraphrase information presented orally by others.		0 1 2
	3002.2.5 Critique ideas and information presented orally by others.		0 1 2

English II Rubric

Standard 2: Communication			
Speaking			
Course Level Expectation (Required)	*Checks for Understanding (Required)	Method of Assessment **See Key	0 = No Evidence 1 = limited Evidence 2 = Proficient or Above
			Rating from 0 to 2
CLE 3002.2.6 Deliver effective oral presentations.	*3002.2.8 Include facts, reasons, details, or examples to support points.		0 1 2
	*3002.2.9 Organize oral presentations.		0 1 2
	3002.2.11 Arrange ideas logically and maintain a consistent focus.		0 1 2
	3002.2.15 Employ effective presentation skills, including good eye contact, careful enunciation, appropriate rate and volume, and relaxed body language.		0 1 2
CLE 3002.2.7 Participate in work teams and group discussions.	*3002.2.16 Participate productively in self-directed work teams for a particular purpose (e.g., to interpret literature, solve a problem, make a decision).		0 1 2

English II Rubric

Standard 3: Writing			
Course Level Expectation (Required)	*Checks for Understanding (Required)	Method of Assessment **See Key	0 = No Evidence 1 = limited Evidence 2 = Proficient or Above
			Rating from 0 to 2
CLE 3002.3.1 Write in a variety of modes for a variety of audiences and purposes.	3002.3.1 Write in a variety of modes (e.g., summary, explanation, persuasion, informational, literary analysis, creative expression).		0 1 2
	*3002.3.2 Create work-related texts (e.g., instructions, directions, letters, bios, memos, e-mails, proposals, project plans, work orders, reports).		0 1 2
CLE 3002.3.2 Employ a variety of prewriting strategies.	3002.3.14 Generate notes while collecting information, following a logical note-taking system.		0 1 2
	*3002.3.15 Create an outline based on research, note-taking, or another method of generating content.		0 1 2
CLE 3002.3.3 Organize ideas into an essay with a thesis statement in the introduction, well-constructed paragraphs, a conclusion, and transition sentences that connect paragraphs into a coherent whole.	*3002.3.4 Use a variety of strategies when appropriate (e.g., comparisons, anecdotes, detailed descriptions) to provide facts, details, reasons, or examples that support the thesis.		0 1 2
	*3002.3.12 Use a variety of correct sentence structures.		0 1 2
	3002.3.18 Practice writing to a prompt within a specified time.		0 1 2
CLE 3002.3.4 Revise documents to develop or support ideas clearly, address potential objections, ensure effective transitions between paragraphs, and correct errors in logic.	*3002.3.17 Drawing on reader's comments, appropriately revise papers.		0 1 2
	3002.3.19 Demonstrate confidence in using the Tennessee Writing Assessment Rubric while evaluating one's own writing and the writing of others.		0 1 2

English II Rubric

Standard 4: Research			
Course Level Expectation (Required)	*Checks for Understanding (Required)	Method of Assessment **See Key	0 = No Evidence 1 = limited Evidence 2 = Proficient or Above
			Rating from 0 to 2
CLE 3002.4.1 Define and narrow a problem or research topic.	*3002.4.1 Narrow a topic so that the research process is manageable and a clear research question is identified.		0 1 2
CLE 3002.4.2 Gather relevant information from a variety of print and electronic sources, as well as from direct observation, interviews, and surveys.	3002.4.2 Take and organize notes on information relevant to the topic and identify areas for research.		0 1 2
CLE 3002.4.3 Make distinctions about the credibility, reliability, consistency, strengths, and limitations of resources, including information gathered from Web sites.	3002.4.6 Evaluate resources for their credibility, reliability, strengths, and limitations, using criteria appropriate to the discipline.		0 1 2
	3002.4.7 Collect evidence in varied ways to answer the research question.		0 1 2
Standard 5: Logic			
Course Level Expectation (Required)	*Checks for Understanding (Required)	Method of Assessment **See Key	Rating from 0 to 2
CLE 3002.5.1 Use logic to make inferences and draw conclusions in a variety of challenging oral and written contexts.	*3002.5.1 Complete word analogies.		0 1 2
CLE 3002.5.2 Analyze text for fact and opinion, cause-effect, inferences, evidence, and conclusions.	* 3002.5.2 Analyze text for cause-effect relationships.		0 1 2
CLE 3002.5.3 Evaluate an argument, considering false premises, logical fallacies, and the quality of evidence presented.	*3002.5.6 Evaluate the evidence given to support or oppose an argument.		0 1 2

English II Rubric

Standard 6: Informational Text			
Course Level Expectation (Required)	*Checks for Understanding (Required)	Method of Assessment **See Key	0 = No Evidence 1 = limited Evidence 2 = Proficient or Above
			Rating from 0 to 2
CLE 3002.6.1 Comprehend and summarize the main ideas of informational and technical texts and determine the essential elements that elaborate them.	3002.6.1 Identify the main ideas in informational and technical texts.		0 1 2
	3002.6.4 Draw appropriate inferences and conclusions in informational and technical texts.		0 1 2
	3002.6.5 Summarize in a concise and well-organized way the main ideas and supporting details in informational and technical texts.		0 1 2
CLE 3002.6.3 Read, interpret, and analyze graphics that support informational and technical texts.	*3002.6.11 Interpret graphics in informational texts.		0 1 2
Standard 7: Media			
Course Level Expectation (Required)	*Checks for Understanding (Required)	Method of Assessment **See Key	Rating from 0 to 2
CLE 3002.7.3 Recognize how visual and sound techniques or design (e.g., special effects, camera angles, music) carry or influence messages in various media.	3002.7.1 Recognize the effects of sound, visual images, and language on audience.		0 1 2
	3002.7.7 Use visual images, text, graphics, music and/or sound effects that relate to and support clear, explicit messages.		0 1 2

English II Rubric

Standard 8: Literature			
Course Level Expectation (Required)	*Checks for Understanding (Required)	Method of Assessment **See Key	0 = No Evidence 1 = limited Evidence 2 = Proficient or Above
			Rating from 0 to 2
CLE 3002.8.2 Understand the characteristics of various literary genres (e.g., poetry, novel, biography, short story, essay, drama).	*3002.8.1 Analyze the setting, plot, theme, characterization, and narration of short stories and novels.		0 1 2
CLE 3002.8.5 Know and use appropriate literary terms to derive meaning and comprehension from various literary genres.	3002.8.9 Explain the impact of the author’s choice of a particular point of view (e.g., first person, third person, third-person limited, third-person omniscient).		0 1 2
	3002.8.14 Identify, analyze, and evaluate the development of the theme(s) of a literary text.		0 1 2
	*3002.8.18 Comprehend and use figurative language.		0 1 2
*Method of Assessment Key 1. Use of routine classroom tests and/or assignments 2. Projects 3. Oral response 4. Written response 5. Use of technology 6. Other		TOTAL POINTS _____ Percentage = <u>Total Points</u> _____ % 80	
Statement of Assurance (REQUIRED): As the teacher of record, I attest that I have reviewed and evaluated the evidence that supports each rating and the percent score.			
_____ Signature		_____ Date	